



## BAPTIST HILL HIGH

5117 Baptist Hill Road  
Hollywood, SC 29449

<b>Grades</b>	7-12 Middle School	
<b>Enrollment</b>	414 Students	
<b>Principal</b>	Adrian Busch	843-889-2276
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mr. Chris Fraser	843-725-7200

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Below Average</b>	<b>Average</b>
2010	Below Average	Average
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

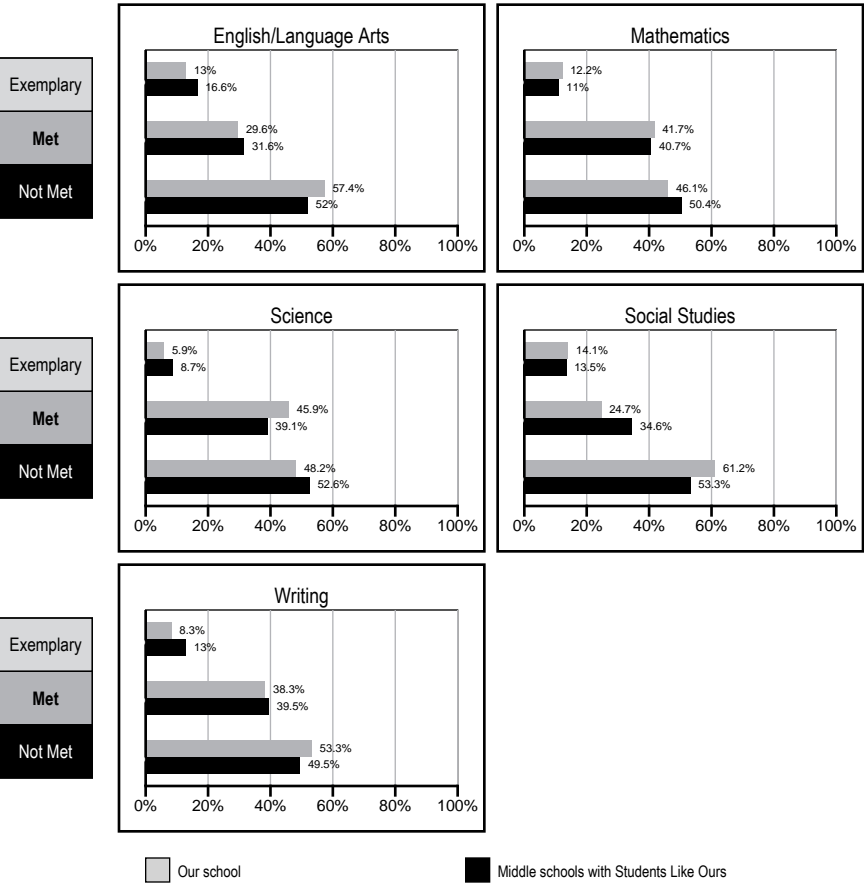
94.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	11	26	25

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	85.7%	88.4%
English 1	N/A	86.4%
Biology 1/Applied Biology 2	N/A	22.7%
Physical Science	N/A	16.8%
US History and the Constitution	N/A	N/A
All Subjects	85.7%	87.5%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=414)				
Students enrolled in high school credit courses (grades 7 & 8)	17.1%	Down from 47.0%	13.3%	24.5%
Retention rate	3.2%	Down from 3.6%	1.0%	0.7%
Attendance rate	92.6%	Down from 94.1%	95.4%	95.9%
Served by gifted and talented program	3.4%	Down from 3.5%	5.5%	17.8%
With disabilities other than speech	10.5%	Down from 13.2%	11.2%	9.2%
Older than usual for grade	7.1%	Down from 13.5%	3.3%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	8.0%	Down from 10.8%	0.2%	0.4%
Annual dropout rate	1.5%	N/A	0.0%	0.0%
Teachers (n=54)				
Teachers with advanced degrees	40.7%	Up from 35.1%	59.5%	60.0%
Continuing contract teachers	51.9%	Up from 35.1%	66.0%	82.6%
Teachers returning from previous year	83.0%	Up from 80.0%	77.3%	85.6%
Teacher attendance rate	96.8%	Down from 97.4%	95.3%	95.3%
Average teacher salary*	\$38,927	Down 4.1%	\$44,040	\$46,300
Professional development days/teacher	8.0 days	Down from 9.4 days	10.6 days	9.9 days
School				
Principal's years at school	1.0	Down from 6.0	3.0	4.0
Student-teacher ratio in core subjects	17.0 to 1	Up from 14.5 to 1	18.0 to 1	21.5 to 1
Prime instructional time	89.3%	Down from 91.1%	89.1%	90.1%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	17.8%	Down from 78.7%	97.9%	98.1%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil**	\$13,136	Up 0.4%	\$10,022	\$7,634
Percent of expenditures for instruction**	58.3%	Up from 55.0%	60.1%	64.0%
Percent of expenditures for teacher salaries**	56.4%	Up from 50.6%	55.8%	61.2%

\* Includes current year teachers contracted for 185 or more days.  
\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

Report of Principal and School Improvement Council

Baptist Hill High School's administration, faculty, and staff continue to work collaboratively with parents and the community to implement and improve programs that will ensure student success. Our students' test scores are steadily improving, and our 2010 state report card absolute rating was average for the third time.

Our 9th Grade Academy continues to assist our freshmen in adjusting to the rigors of high school by grouping them in a small learning community with single-gender classes. All ninth grade students were enrolled in Freshman Seminar, which provided instruction in study skills, character development, and career exploration and provided support for the transition to high school.

We have expanded intervention strategies for students who struggle academically and will continue to offer additional academic support through our HSAP lab, afterschool programs, and extended learning opportunities. Assistance in these programs was tailored to students' individual needs based on data from MAP tests and other data sources. Our extended learning sessions provided small group instruction in HSAP, PASS, and End of Course test preparation, SAT preparation, and college and career exploration.

Team planning time was provided during the school day to allow teachers to study and collaborate as members of professional learning communities. Professional development for teachers focused on strategies for active learning, differentiated instruction, and reading across the curriculum. With the assistance of the administrative team, teachers engaged in frequent data analysis and collaborative instructional planning.

While we are proud of our accomplishments, we realize that there are still many challenges we must meet. We continue to seek solutions to the barriers that are slowing our progress. We will continue our efforts to improve our graduation rate, longitudinal exit exam passage rate, SAT scores, and our students' performance on state assessments. We must improve the reading levels of our students, increase parent involvement, reduce the dropout rate, and recruit and retain highly qualified teachers. We are confident that, together, we can face these challenges and implement strategies that will ensure academic success for our students.

Adrian D. Busch, Principal  
Herbert Singleton, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 6 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

R

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	2.7%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%		4.4%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	9.2%	0.0%	No
Student attendance rate	92.6%	94.0%**	No

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	127	100	57.4	29.6	13	58.3	83.1	82.4	No	Yes
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**Gender**

Male	65	100	67.9	23.2	8.9	46.4	79.9	78.7	N/A	N/A
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Female	62	100	47.5	35.6	16.9	69.5	86.6	86.2	N/A	N/A
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**Racial/Ethnic Group**

White	3	I/S	I/S	I/S	I/S	I/S	94.8	88.9	I/S	I/S
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African American	116	100	58.7	31.7	9.6	57.7	71.9	72.9	No	Yes
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Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.3	93	I/S	I/S
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Hispanic	8	I/S	I/S	I/S	I/S	I/S	78	79.3	I/S	I/S
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	83	I/S	I/S
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**Disability Status**

Disabled	15	100	N/AV	N/AV	N/AV	21.4	42.6	48.1	I/S	I/S
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**Migrant Status**

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
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**English Proficiency**

Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	76.9	78.3	I/S	I/S
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**Socio-Economic Status**

Subsidized meals	117	100	59.8	29.9	10.3	57	72.9	75.4	No	Yes
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**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	127	100	46.1	41.7	12.2	71.3	82.8	81.9	No	Yes
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**Gender**

Male	65	100	58.9	30.4	10.7	58.9	81.1	79.9	N/A	N/A
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Female	62	100	33.9	52.5	13.6	83.1	84.6	84.1	N/A	N/A
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**Racial/Ethnic Group**

White	3	I/S	I/S	I/S	I/S	I/S	94.9	88.9	I/S	I/S
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African American	116	100	48.1	40.4	11.5	71.2	70.9	71.4	No	Yes
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Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97.4	94.6	I/S	I/S
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Hispanic	8	I/S	I/S	I/S	I/S	I/S	79.2	81.1	I/S	I/S
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	84.4	I/S	I/S
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**Disability Status**

Disabled	15	100	N/AV	N/AV	N/AV	35.7	40.8	47.3	I/S	I/S
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**Migrant Status**

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
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**English Proficiency**

Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	78.8	81.4	I/S	I/S
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**Socio-Economic Status**

Subsidized meals	117	100	47.7	42.1	10.3	70.1	72.7	74.9	No	Yes
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\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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**Science**

All Students	95	99	47.6	46.4	6	52.4	69.2	68.6
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**Gender**

Male	50	98	53.7	41.5	4.9	46.3	68.4	68.3
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Female	45	100	41.9	51.2	7	58.1	70	68.9
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**Racial/Ethnic Group**

White	3	I/S	I/S	I/S	I/S	I/S	90.4	80.7
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African American	88	98.9	48.1	46.8	5.2	51.9	48.4	51.4
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Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.2	85.3
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Hispanic	4	I/S	I/S	I/S	I/S	I/S	63.3	61.6
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	70.8
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**Disability Status**

Disabled	12	100	N/AV	N/AV	N/AV	45.5	30.6	35.7
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**Migrant Status**

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
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**English Proficiency**

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	60.4	60.7
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**Socio-Economic Status**

Subsidized meals	87	98.9	47.4	48.7	3.8	52.6	51.8	57.3
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**Social Studies**

All Students	95	100	61.2	24.7	14.1	38.8	75.5	72.5
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**Gender**

Male	47	100	67.5	22.5	10	32.5	74.4	72
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Female	48	100	55.6	26.7	17.8	44.4	76.6	73.1
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**Racial/Ethnic Group**

White	2	I/S	I/S	I/S	I/S	I/S	91	81
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African American	85	100	65.3	25.3	9.3	34.7	60.4	60
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Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	89
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Hispanic	8	I/S	I/S	I/S	I/S	I/S	69	69.6
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	73.5
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**Disability Status**

Disabled	11	100	I/S	I/S	I/S	I/S	36.9	40.5
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**Migrant Status**

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
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**English Proficiency**

Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	70.5	69.7
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**Socio-Economic Status**

Subsidized meals	87	100	62.8	25.6	11.5	37.2	61.8	62.9
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Abbreviations for Missing Data

N/A—Not Applicable	N/AV—Not Available	N/C—Not Collected	N/R—Not Reported	I/S—Insufficient Sample
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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	63	93.7	51.7	39.7	8.6	48.3	75.8	73.2	93.4	96
Gender										
Male	33	87.9	57.1	39.3	3.6	42.9	70.7	67.2	92.4	95.9
Female	30	100	46.7	40	13.3	53.3	81.1	79.4	94.4	96.1
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	90.8	81.5	86.7	96.1
African American	58	94.8	53.7	38.9	7.4	46.3	61.3	61.3	93.5	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.4	87	N/A	96.9
Hispanic	4	I/S	I/S	I/S	I/S	I/S	69.4	66.7	94.6	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.9
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	23.9	26	91.6	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	67.9	65.7	94.4	96.3
Socio-Economic Status										
Subsidized meals	59	94.9	52.7	40	7.3	47.3	62.2	63.2	93.1	95.5

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample



PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	70	100	50	41.2	8.8	50
	8	55	100	42.9	42.9	14.3	57.1
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	63	100	58.2	23.6	18.2	41.8
	8	64	100	56.7	35	8.3	43.3
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	70	100	39.7	50	10.3	60.3
	8	55	100	38.8	49	12.2	61.2
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	63	100	38.2	47.3	14.5	61.8
	8	64	100	53.3	36.7	10	46.7
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	70	100	41.2	50	8.8	58.8
	8	28	100	40	52	8	60
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	63	100	49.1	45.5	5.5	50.9
	8	32	96.9	44.8	48.3	6.9	55.2

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	70	100	61.8	30.9	7.4	38.2
	8	27	100	29.2	58.3	12.5	70.8
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	63	100	72.7	16.4	10.9	27.3
	8	32	100	40	40	20	60
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	72	100	44.9	47.8	7.2	55.1
	8	56	96.4	36.7	57.1	6.1	63.3
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	63	93.7	51.7	39.7	8.6	48.3

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample